

# **SECONDARY HEALTH CURRICULUM STANDARDS**

**Catholic Schools Office  
Diocese of Phoenix  
2015**

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CURRICULUM STANDARDS**

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The Catholic Schools Office of the Diocese of Phoenix expresses its gratitude to the Secondary Physical Education/Health Curriculum Committee for its work in researching, preparing, and revising our Secondary Health Standards.

The Health Standards are designed to promote the development and maintenance of a healthy mental, social, and physical lifestyle for the students in the Diocese of Phoenix.

These Health Standards are an integral part of the Catholic School's total education program and emphasize quality of life, positive self-esteem, healthy relationships, understanding of Catholic teachings, and moral development.

Nutritional guidelines are available in detail through the Diocese of Phoenix Wellness Policy. The policy can be downloaded at [diocesephoenix.org/CatholicSchools/school-admin/WellnessPolicy](http://diocesephoenix.org/CatholicSchools/school-admin/WellnessPolicy).

It is the hope of the committee that we will all be better able to foster an atmosphere in which students develop a healthy lifestyle and understand environmental issues that affect individuals and community health.

Gratefully,

A handwritten signature in cursive script that reads "MaryBeth Mueller".

MaryBeth Mueller, Ed. Specialist  
Executive Director  
Division of Education and Evangelization  
and Superintendent of Schools

## SECONDARY HEALTH CURRICULUM COMMITTEE

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## PHILOSOPHY

Health education is a cross-curricular, instructional program in which students learn to develop healthy lifestyles that promote and maintain mental, social, and physical health. The planned curriculum of skills and concepts promotes optimal development of wellness among youth – with emphasis on quality of life, positive self-esteem, healthy relationships, understanding of Catholic teachings in relation to the respect, health and wellbeing self and others, and moral development.

Health education is an integral part of the Catholic school total education program, is taught by qualified personnel, and complements other curricular areas, such as the sciences and theology.

## GOALS

The Health Curriculum will provide an opportunity for students to:

- Develop a healthy emotional, nutritional, and physical lifestyle.
- Develop positive relationships with themselves and others; including self-esteem, coping skills, adaptability to change, making/maintaining friends, and interacting within society.
- Understand the relationship between making decisions and their consequences.
- Understand that one's body is made in the image of God.
- Understand basic functions, development, and disorders of the systems of the body.
- Understand prevention and treatment strategies for accidents, injuries, infectious diseases, and mental disorders.
- Know the teachings of the Catholic Church in the development of a sexually healthy lifestyle.
- Understand the risks associated with and preventative behavior for drugs, alcohol, and tobacco.
- Know the signs and processes of aging and how to deal with death.
- Know the availability and effective use of health services, products, and information.
- Know environmental and external factors that affect individual and community health

# SECONDARY HEALTH OUTCOMES

## STUDENTS IN GRADES 9-12 WILL:

### **I. Be able to develop a long-range nutritional plan for healthful living.**

- A. Understand the significance of essential nutrients in the proper amounts.
- B. Know criteria for evaluating food products and how to evaluate food related research.
- C. Know the consequences of excessive fat, sugar, sodium, and caffeine.
- D. Know the major food groups.
- E. Be aware of short and long term effects of fad diets, dieting, and athletic weight loss.
- F. Understand the differences in nutritional needs for special populations (active teens, pregnant women, older populations, etc.)
- G. Know the benefits and consequences of using dietary supplements or excessive nutrients to maintain nutritional adequacy.
- H. Develop opportunities to choose healthy meals and snacks both at school and away eg: restaurants, fast foods influence of family and foods.)

### **II. Be able to understand and avoid eating disorders.**

- A. Know how to identify signs of eating disorders.
- B. Know the risk factors as well as short and long term effects of eating disorders.
- C. Know that counseling and treatment for eating disorders is available.
- D. Understand the influences of print and media on the growing and changing teenage body.
- E. Develop a healthy body image.

### **III. Be able to develop a sexually healthy lifestyle.**

- A. Know the advantages of abstinence from sexual intercourse outside of marriage.
- B. Know the teachings of the Catholic Church in relation to abstinence and contraception.
- C. (Catechism of the Catholic Church Roman II, The Vocation to Chastity 2338-2345)
- D. Develop a better understanding of the influence of print and media and drugs and alcohol on appropriate sexual decision making.
- E. Know the risk factors of inappropriate sexual behavior and accept the responsibility for that behavior.( STD's, pregnancy, HIV)
- F. Understand the reproductive process and stages of pregnancy from fertilization to birth.
- G. Know the effects of teenage pregnancy on teenagers, their children, their parents, and society.

**IV. Be able to develop a healthy personal and physical lifestyle.**

- A. Know the importance of family, peers, media, and community in developing a healthy lifestyle.
- B. Understand the importance of good self-esteem in relation to a healthy lifestyle.
- C. Make effective decisions, solve problems, and resolve conflicts in order to sustain healthy relationships.
- D. Identify and manage stress to foster a lifestyle that is emotionally and physically healthy
- E. Understand the value of fitness and its impact on their lifestyles, which will enable them to make wise choices in planning a lifetime exercise program for a healthier life.
- F. Know the choices and consequences related to abuse of alcohol, tobacco, and drugs.

**V. Understand how to manage situations for a healthy lifestyle.**

- A. Know basic first aid practices and emergency procedures.
- B. Be familiar with symptoms and strategies which minimize chances of contracting a disease such as diabetes, cancer, heart disease (Breast Self Exam, Testicular Exam, use of sunscreen as pre-cancer prevention, self defense).
- C. Know symptoms and procedures for finding out how common infectious diseases, particularly STD's and HIV's are contracted.
- D. Understand that disease can be caused by heredity, environment and/or pathogens.
- E. Recognize the symptoms and signs of depression, anxiety, stress, and their relationships to suicide.
- F. Understand that one must take personal responsibility for his/her actions (e.g. harassment, self-destructive behavior, abusive behavior, damage to property, etc.)
- G. Know strategies for solving interpersonal conflicts without harming self or others.

**VI. Know the availability and effective use of health services, products, and information.**

- A. Know local, state, federal, and private agencies that protect and/or inform the consumer (e.g. FDA, EPA, OSHA, Catholic Charities, Better Business Bureau, local prosecutor's office)
- B. Know about various organizations for counseling and services and how to use them.



# TEACHER RESOURCES

## DVD

### Up in smoke: the extreme danger of smoking tobacco

Pleasantville, NY: Human Relations Media, Inc., 1997.  
1 Video 29 min.

### Meth: Don't Even Start

Published by Phoenix Police Dept. DVD 10 min.

### Human Body: Pushing the Limits - Strength

2 DVD series 4 different segments Discovery Channel 2008 48 min

### Drug Education for Teens: Alcohol Teenage Drinking DVD

Schlesinger Media 2004

### Methamphetamines: The Hard Facts DVD

Human Relations Media 2003

### Battling Eating Disorders DVD

Meridian Education 2006 29 min.

### Super Size Me DVD

Hart Sharp Video 2004

## ORGANIZATIONS

Andrea Malinski

**notMYkid**

<http://notmykid.org/contact-us/>

Provides prevention education to youth and adults regarding teen issues - drug abuse, depression, bullying, Internet safety, eating disorders & safe dating.

**Elevate Arizona**

Focuses on family dialogue and relationships to empower kids to resist drug and alcohol use.

## SPEAKERS

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